



## Johnsonville Elementary

160 E. Marion Street  
Johnsonville, SC 29555

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	650 Students	
<b>Principal</b>	Dayne N. Coker	843-386-2955
<b>Superintendent</b>	Dr. A. Dale Strickland	843-386-2358
<b>Board Chair</b>	Brad Hooks	843-386-2358

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

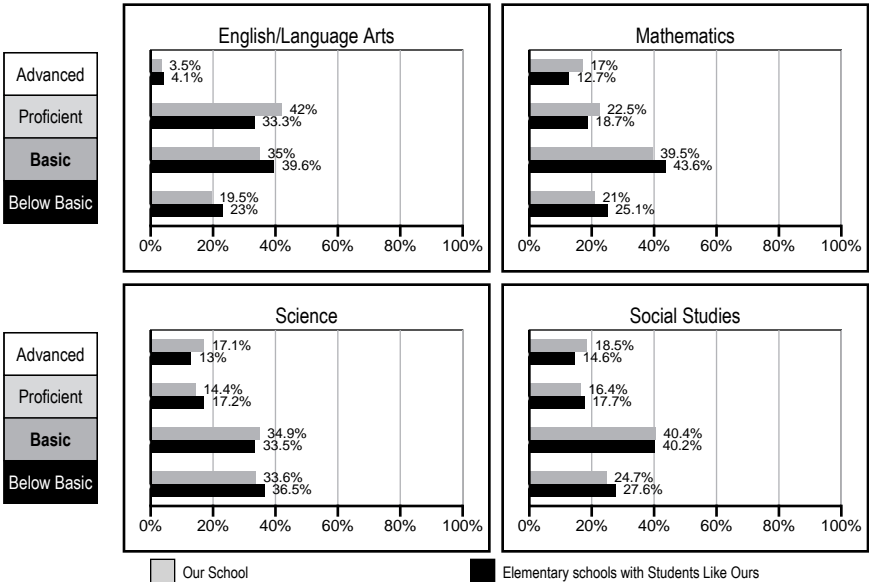
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	39	43	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=650)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.0%	Down from 7.4%	2.9%	2.3%
Attendance rate	95.5%	Up from 95.3%	96.1%	96.3%
Eligible for gifted and talented	10.3%	Up from 9.9%	9.0%	10.4%
With disabilities other than speech	13.6%	Up from 9.8%	9.0%	7.5%
Older than usual for grade	4.0%	Up from 2.7%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	62.8%	Down from 65.9%	56.8%	56.7%
Continuing contract teachers	81.4%	Down from 85.4%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 91.8%	86.9%	86.4%
Teacher attendance rate	94.3%	Up from 92.8%	94.7%	94.9%
Average teacher salary	\$45,837	Up 1.5%	\$45,266	\$45,345
Professional development days/teacher	20.8 days	Up from 12.7 days	12.8 days	12.6 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.3 to 1	18.5 to 1	18.5 to 1
Prime instructional time	83.5%	Down from 85.6%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,164	Down 11.4%	\$6,938	\$7,052
Percent of expenditures for instruction*	56.8%	Down from 59.5%	68.8%	69.1%
Percent of expenditures for teacher salaries*	53.0%	Down from 55.7%	64.3%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Johnsonville Elementary School had another exciting year. It all began with our "Back to School Bash" in August 2007. This gave an opportunity for students to visit classrooms, meet teachers, and have a fun-filled day.

Our teachers were recognized for their accomplishments. We have the South Carolina Elementary Honors Choir chairperson on staff who also achieved National Board status. Fifteen teachers wrote grants and received SMART Boards. At the present time, we have submissions for twelve more. This innovative technology has been an asset to the instructional process.

JES continued to implement MAP in grades two through four to get more diagnostic information about students' progress. Also introduced through a school-wide fluency program, DIBELS was incorporated into the curriculum. Fluency tutoring continued for grade one through four. A math after-school program was also implemented this year to aid students in grades three and four.

Our students continue to excel. Three fourth graders were members of the South Carolina Elementary Honors Choir. The Duke University Talent Search recognized sixteen students this past year. JES had the honor of having a student recognized for the Governor's Citizenship Award and also a student who represented our school at the South Carolina Young Writer's Conference.

Service projects continued throughout the year. Those projects included raising money for St. Jude's (\$1036.10) and the Red Cross Five for Fires (\$880.00.) JES Sparks' generosity and caring attitudes continue through these programs.

Our PTO, a vital part of our school, raised money to accomplish our safety goal of having surveillance cameras at every entrance to the school.

Included in the activities throughout the year were Good Behavior parties, Student of the Month parties, Accelerated Reader store and parties, Field Day, field trips, Grandparents' Luncheon, Parents' Luncheon, Halloween Carnival, beauty pageants, Camp Bob Cooper, Colonial Days, holiday programs, Doughnuts for Dads, Mothers' Day program, second grade auction, Book Buddies, Art Club, Sparkle Tones, and Library Club to name a few. Our year came to a close with our annual Celebration Day at which time we unearthed the buried time capsule from the year 2000 and presented it to the high school senior class.

Johnsonville Elementary School continues to excel because of the sound instructional curriculum, the caring staff, the supportive parents, the local support, and the numerous volunteers. On behalf of JES, thank you for making the 2007-2008 school year the success that it was.

Dayne N. Coker, Principal  
Rick Patterson, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	37	82	70
Percent satisfied with learning environment	81.1%	81.7%	94.1%
Percent satisfied with social and physical environment	89.2%	87.8%	91.3%
Percent satisfied with school-home relations	91.9%	91.5%	85.3%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%	Yes

\* Or greater than last year

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# PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	215	96.7	16.7	35.4	42.4	5.6	59.6	46.4	48.2	Yes	Yes
Gender											
Male	116	95.7	21.9	36.2	39	2.9	53.3	40.1	41.7	N/A	N/A
Female	99	98	10.8	34.4	46.2	8.6	66.7	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	139	97.1	7.6	35.1	51.1	6.1	69.5	55.9	60	Yes	Yes
African American	69	95.7	36.7	35	23.3	5	38.3	26.9	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	35.7	38.4	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	74	91.9	33.8	36.9	21.5	7.7	38.5	20.3	16	No	No
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	25	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	128	96.9	21.9	43	32.5	2.6	48.2	34.2	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	215	96.7	18.2	39.9	23.7	18.2	55.1	49.6	45.8	Yes	Yes
Gender											
Male	116	95.7	22.9	36.2	23.8	17.1	55.2	47.8	45.6	N/A	N/A
Female	99	98	12.9	44.1	23.7	19.4	54.8	51.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	139	97.1	11.5	32.8	31.3	24.4	67.9	60.1	59	Yes	Yes
African American	69	95.7	35	51.7	8.3	5	26.7	27.4	26.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	57.1	38.1	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	74	91.9	40	26.2	18.5	15.4	40	27.7	17.1	No	No
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	128	96.9	23.7	45.6	21.1	9.6	42.1	36.1	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	159	95.6	29.9	35.4	15.3	19.4	34.7	30.6	35.7	95.5	95.7
Gender											
Male	87	94.3	24.7	40.3	15.6	19.5	35.1	32.4	37.4	95.4	95.5
Female	72	97.2	35.8	29.9	14.9	19.4	34.3	28.5	33.8	95.7	96
Racial/Ethnic Group											
White	105	96.2	19.6	36.1	21.6	22.7	44.3	40.7	49.2	95.2	95.6
African American	50	94	55.8	32.6	2.3	9.3	11.6	11.4	17	96	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.1	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	97.5	97.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	51	88.2	40.5	38.1	11.9	9.5	21.4	13.1	14	95	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98.1	98.6
Socio-Economic Status											
Subsided meals	91	95.6	41.8	38	8.9	11.4	20.3	16.6	21.1	95.5	95.4

Social Studies											
All Students	155	94.8	21.4	42.1	17.1	19.3	36.4	29.1	34	95.5	95.7
Gender											
Male	81	92.6	18.3	42.3	21.1	18.3	39.4	34	36.6	95.4	95.5
Female	74	97.3	24.6	42	13	20.3	33.3	24	31.3	95.7	96
Racial/Ethnic Group											
White	100	95	20.4	37.6	19.4	22.6	41.9	37	44.5	95.2	95.6
African American	49	93.9	26.8	51.2	12.2	9.8	22	11.4	19.1	96	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.1	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	97.5	97.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	54	87	31.1	33.3	22.2	13.3	35.6	21.9	14.4	95	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98.1	98.6
Socio-Economic Status											
Subsided meals	93	95.7	25.6	45.1	14.6	14.6	29.3	18.6	21	95.5	95.4

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	95	100	10.9	31.5	48.9	8.7	57.6
	4	115	94.8	29.2	36.8	30.2	3.8	34
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	114	100	14.7	32.1	48.6	4.6	53.2
	4	101	93.1	19.1	39.3	34.8	6.7	41.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	95	100	20.7	54.3	15.2	9.8	25
	4	115	94.8	37.7	28.3	19.8	14.2	34
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	114	100	19.3	45	20.2	15.6	35.8
	4	101	93.1	16.9	33.7	28.1	21.3	49.4
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	50	100	28.9	46.7	17.8	6.7	24.4
	4	115	94.8	43.1	32.4	14.7	9.8	24.5
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	58	100	23.6	38.2	18.2	20	38.2
	4	101	93.1	33.7	33.7	13.5	19.1	32.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	49	100	4.7	74.4	16.3	4.7	20.9
	4	115	93.9	35.3	47.1	10.8	6.9	17.6
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	56	100	7.4	35.2	24.1	33.3	57.4
	4	99	91.9	30.2	46.5	12.8	10.5	23.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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